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ABSTRACT

This paper analyzes responses to questionnaires distributed to all teachers in the Alum Rock School District in the fall of 1972 and the spring of 1973. Major focus of the analysis is on the two-part question, (1) How do the experiences of teachers in voucher schools differ from the experiences of teachers in other schools? and (2) How do these different experiences affect the teachers' evaluations of the voucher demonstration? Secondarily, the analysis is concerned with a set of role conflicts involving professional autonomy and freedom versus a hierarchical organization, professional autonomy and freedom versus public accountability, and professional expertise versus demands for parent involvement and influence. (Author)

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TEACHERS' REACTIONS TO THE FIRST YEAR OF THE ALUM ROCK VOUCHER DEMONSTRATION

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I. INTRODUCTION

This paper reports the analysis of questionnaires filled out by teachers in the Alum Rock School District in the fall of 1972 and the spring of 1973. The major focus of the analysis is the two-part question (1) How do the experiences of teachers in voucher schools differ from the experiences of teachers in other schools? and (2) How do these different experiences affect the teachers' evaluations of the voucher demonstration? Teachers must have a positive evaluation of the voucher demonstration if it is going to have any chance of success. Secondarily, this analysis is concerned with a set of role conflicts inherent in the public school teachers' performance: conflicts involving professional autonomy and freedom versus a hierarchical organization, professional autonomy and freedom versus public accountability, professional expertise versus demands for parent involvement and influence. Unless the voucher demonstration allows teachers to deal with or resolve these dilemmas, it will not succeed.

Self-administered questionnaires were distributed to all teachers in the Alum Rock School District in November of 1972 and in May of 1973. The response rate in the fall was 63%. The spring response rate was 71%.*

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*These response rates conceal some important variation by type of school. In the fall, 75% of the teachers in voucher schools responded and 56% of the teachers in non-voucher schools responded. In the spring, 73% of the teachers in voucher schools responded. Sixty-two percent of the teachers in expansion schools (schools entering the demonstration in the fall of 1973) responded. Fifty-nine percent of the teachers in non-voucher schools responded.

There is very little difference in the characteristics of respondents and non-respondents in terms of basic demographic information -- age, sex, years of experience, etc. Thus, it seems reasonable to conclude that the completed questionnaires are an accurate reflection of the entire population of teachers.

We now turn to the comparison of the teachers' evaluation in the fall of 1972 and their evaluation in the spring of 1973. We do this, as stated above, with simple and traditional survey analysis.

The general question which read "In general, how do you think the voucher demonstration will affect the quality of education received by the children in Alum Rock?" was very strongly correlated with other questions asking for the teachers' evaluation of the demonstration, as well as with an overall index of teachers' assessment.* This is also true for the group of questions asked in the spring survey pertaining to teachers' evaluation of the demonstration. All correlation coefficients between the single question quoted above and other evaluative questions are significant at least at the .01 level and average approximately .50. Thus, it is reasonable to look at this particular question in order to make a general assessment of the effects of the first year of the voucher demonstration on teachers' attitudes and evaluations.

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*It should be noted that all 41 questions are associated with each other in the expected direction. Of the 1,681 intercorrelations, only 17 are not significant. This internal consistency suggests that these questions are valid indicators because they seem to measure the same thing. Detailed information on the distribution of responses to all questions has been presented in other Rand research. Most important for the analysis which follows is the question which asks, "In general how do you think the voucher demonstration will affect the quality of education received by the children of Alum Rock?" This question appears in both the fall and spring questionnaires and this forms the central focus for the analysis of change. It correlates with the general index of positive evaluations very highly (R = .93).

Table 1 shows the responses to the general evaluation question in the fall and spring separately and for teachers in voucher and non-voucher schools separately. For the spring questionnaire, it also distinguishes teachers in expansion schools from teachers in schools which will not be in the voucher during the 1973-74 academic year.

Several comparisons can be made from the data presented in Table 2. First, we compare all teachers in the fall with all teachers in the spring. We see that there is very little difference. Fifty percent of the teachers in the fall thought vouchers would increase the quality of education, whereas in the spring 51% of the teachers thought so. Forty-three percent of the teachers in the fall took the neutral position that the voucher demonstration would not change the quality of education as opposed to 41% of the teachers in the spring. There are no significant differences for the total sample of teachers.

When we compare teachers who were in voucher schools in the fall of 1972 with those who were in other Alum Rock schools, we find some differences in their expectations of the demonstration but not statistically significant differences. Fifty-six percent of those in the voucher schools versus 47% in the non-voucher schools expressed positive expectations. Thirty-nine percent of the teachers in voucher schools versus 45% of the teachers in non-voucher schools took a neutral position. Thus, in November 1972 the teachers in voucher schools were slightly more likely to express a positive evaluation of the demonstration.

When we turn to the results of the spring questionnaire, the differences between teachers in voucher schools and teachers in non-voucher schools are more pronounced. The teachers in the voucher schools are much more likely by the spring of 1973 to have a positive evaluation of the demonstration than are the teachers in the non-voucher schools. Seventy-four percent of the teachers in the voucher schools thought the demonstration would increase the quality of education, whereas in the expansion schools a comparable figure was only 56% and in the continuing non-voucher schools the comparable figure was 33%. Thus, the 51% of the teachers in the spring who thought vouchers would increase the quality of education represent not a continuation of the fall pattern

but a considerable shift among teachers in voucher schools toward a favorable evaluation and a shift in the opposite direction among teachers in non-voucher schools. The delicate balance which we noted with regard to the evaluations made by teachers in November 1972 has shifted. That shift seems to represent an increasing consensus among teachers within schools and a dissensus among teachers from different schools.

The degree to which the shift took place along the bottom row of the table seems especially important. The degree to which 1973-74 non-voucher schools represents schools with faculties having significant minorities who actually think that the voucher demonstration will decrease the quality of education makes them even more unlike the teachers from the voucher schools. The process that has taken place has been one which segregates the teachers more and probably which reinforces the natural tendency for teachers to obtain their information and form their attitudes because of more frequent contact with other teachers in their own school.

Finally, with regard to Table 1, it should be noted that there was not an overall deterioration in the evaluation made by teachers who did not serve in voucher schools. If one looks at all the teachers who were not in voucher schools during the 1972-73 school year, i.e., combine the last two columns in Table 1, one sees that the proportion thinking that the voucher demonstration will increase the quality of education has gone down only from 47% to 42%. The proportion taking a neutral attitude has gone up from 45% to 48%. And those thinking that the vouchers will actually decrease the quality of education has only gone up by 4% from 8% to 12%.

The comparisons made above pertain to teachers' evaluation of the voucher demonstration at the aggregate level, comparing the distributions for teachers in the fall with the distributions for teachers in the spring. In Table 2, comparisons are presented at the level of individual teachers, i.e., an individual teacher's response to the question concerning the overall effects of the voucher demonstration are compared with that individual teacher's response in the spring.

Table 2 presents the most important information for this comparison. Since very few teachers expressed the opinion that the voucher demonstration would decrease the quality of education and since there is almost no difference between voucher and non-voucher teachers among those who did take that position in their likelihood of becoming more favorable, only the respondents who thought the voucher demonstration would improve education or who thought it would not change the quality of education are included in Table 2. Of all respondents responding to the spring and fall questionnaires, 63% answered either that the demonstration would increase the quality of education or that it would make no change in the quality of education and expressed the same opinion in both the fall and the spring. Thus, while the aggregate figures do disguise some shifts in opinion, the shifts are relatively small. They are accentuated though for teachers in voucher schools as compared to non-voucher schools: the increasing polarization of opinion mentioned previously.

This increasing divergence of opinion is shown by the propensity of teachers in voucher schools to maintain their positive evaluation of the demonstration over the course of the year, much more so than teachers in the non-voucher schools -- 86% versus 65%. It is also seen in the propensity of teachers in voucher schools who held a neutral opinion in the fall to have changed to a positive opinion by the spring, 47% in the voucher schools as opposed to 23% in the non-voucher schools. Finally, Table 2 shows teachers in the non-voucher schools were much more likely to change their opinions to less favorable ones (either from a positive evaluation to a neutral evaluation or from a neutral evaluation to a negative evaluation), 22% in the non-voucher schools became less favorable as opposed to 10% in the voucher schools.

It should be noted that when teachers are categorized as to whether or not they maintained a favorable attitude over the course of the year or maintained a neutral attitude over the course of the year or whether they changed attitudes over the course of the year, there are virtually no differences in other attitude constellations or in demographic background characteristics of teachers falling into these categories.

There are no significant differences. Thus, teachers' evaluation of the voucher demonstration tends to be unrelated to other characteristics of these teachers. The implication of this may be that their evaluation of the voucher demonstration is a relatively "pure" response to their perceptions of and experience in the voucher demonstration. Most importantly, their perception of the kind of climate of opinion which exists in the schools, that climate being favorable in the voucher schools and unfavorable in the non-voucher schools.

III. ANALYSIS OF FIRST YEAR EXPERIENCE

Given that the first year's experience seems to have been positive for teachers in the voucher schools, we want to know what aspects of that experience affected their evaluation of the voucher demonstration. There are two questions which stand out both because they describe experiences which differ between teachers in voucher schools and teachers in non-voucher schools and also because they show a strong association with the teachers' evaluation of the voucher demonstration. They are important also because they are aspects which are central to the theory of the vouchers. The first has to do with increased contact with the parent and the second has to do with decentralization of authority. (The first question is the following: "Compared to last year, have your contacts with parents been more frequent, remained about the same, or become less frequent?" The second question is: "Do you think that, as things now stand, your school has too much, not enough, or about the right amount of authority for decisionmaking?") Tables 3 and 4 present cross-tabulations of these two questions by teachers' evaluations of the voucher demonstration grouped by the type of school.

Table 3 gives the information for the question pertaining to contact with parents. Comparing the marginals on the far right-hand column of the table, we see that in voucher schools 49% of the teachers report more frequent contact whereas in non-voucher schools 36% report this and 33% in expansion schools. The voucher demonstration does seem to have made a difference in the contact which teachers have with parents. More importantly, the effect of this contact on teachers' evaluation of the demonstration is very positive in voucher schools, somewhat less so in the expansion schools, and virtually zero in the non-voucher schools. Dramatic differences appear in the comparison of the figures in the first column which show that among voucher schoolteachers with more frequent contact with parents, 92% have a positive evaluation of the voucher demonstration whereas among teachers in

non-voucher schools experiencing increased contact with parents only 39% give a positive evaluation of the voucher demonstration. Apparently, the experience of teaching in a voucher school is one of somewhat increased contact with parents and dramatically more positive value placed on that contact. Since we know that there was no significant difference between the evaluation of parent contact by teachers in voucher schools versus teachers in non-voucher schools in the fall of 1972, it is apparently not a matter of teachers' predispositions toward parent contact that produces this difference in the value placed on parent contact. Predispositions can, at best, be part of the explanation. Actual experience with the voucher demonstration must be a significant part of the explanation.

Table 4 shows the association between the teachers' feeling concerning the amount of authority the school has and their evaluation of the voucher demonstration. It does so separately for teachers in voucher schools, expansion schools, and non-voucher schools.

The major difference with regard to the distribution of the teachers' opinions concerning the amount of authority given to schools is between those teachers in expansion schools versus teachers in either voucher or non-voucher schools. The teachers in expansion schools are more likely (51%) to feel that they do not have enough authority at the school level than teachers in either voucher schools (29%) or non-voucher schools (35%). The addition of new schools to the voucher experiment clearly reflects the predisposition of teachers in those schools.

Teachers in voucher schools are more likely to state that they have about the right amount of authority in the school level but the differences are not great between them and teachers in non-voucher schools (63% versus 59%).

Equally as interesting are the differential effects of teachers' views of the amount of authority vested in the school on their evaluation of the voucher demonstration. Most dramatic are the differences in the percent of teachers who think the voucher demonstration will increase the quality of education among those who think that the

amourt of authority vested in the school is about right and who teach in different types of schools. Among those teachers who think that the schools have the right amount of authority and teach in voucher schools, 83% think the demonstration will increase the quality of education as opposed to 23% of those in non-voucher schools who think they have the right amount of authority. These teachers are apparently talking about different objective levels of authority. What is important is that their feelings with regard to authority level have very different effects on their evaluation of the voucher demonstration. Again, this reflects the increasing divergence between teachers in voucher schools and teachers in non-voucher schools. The same effect appears among those who feel that the school has too much authority or that the school has not enough authority. However here the results are not so dramatic.

If, in fact, we think of the analysis presented in Table 4 as a comparison of how the objective conditions affect teachers' evaluation of the voucher demonstration, then we probably should compare teachers in voucher schools who think there is too much authority with teachers in non-voucher schools who think there is not enough authority at the level of the school. We can assume that schools in the voucher demonstration have greater amounts of authority than schools outside of the voucher demonstration. We can assume that the assessment of what is too much authority or what is not enough authority has to do with the comparison teachers make of their own school with whatever they know about other schools. Making this comparison we find that approximately half of the teachers in both instances still think that the vouchers will improve the quality of education. (This comparison can only be made at the grossest level since we are talking about such a small number of teachers in the voucher schools who think the amount of authority which the school has is too much.) Table 4 shows the results for the teachers in expansion schools very close to what we would expect. Of those who think they presently find their schools with not enough authority, 61% think the demonstration will increase the quality of education whereas 53% of the teachers in the non-voucher

schools share that evaluation. The difference is not dramatic. More important probably and certainly more dramatic is the assessment made by teachers in expansion and non-voucher schools who think that about the right amount of authority is exercised at the level of the school. Among them teachers in the expansion schools are much more likely to have a positive evaluation of the voucher demonstration (48% versus 23%) and a significantly larger proportion of the teachers in the non-voucher schools are likely to think that the voucher demonstration will actually decrease the quality of education (17% versus 4%).

What can be said to summarize Table 4? First, one important difference in teachers' opinions concerning the authority invested in the school rather than the central administration is that teachers in the expansion schools are more likely to be dissatisfied because there is not enough authority than teachers in any of the other schools. The second important point is that teachers in voucher schools are most likely to be satisfied with the level of authority invested in those schools (presumably greater than the other schools) and that satisfaction leads them to a positive evaluation of the effects of the voucher demonstration.

In order to pursue the inferences made on the basis of Table 4, we present in Table 5 teachers' evaluation of the voucher demonstration by type of school and by the shift in decision-making authority which they experienced over the past academic year.

This table does indicate teachers in voucher schools experience a greater shift in authority from district to the school level than teachers in non-voucher schools (70% report a considerable shift versus 57% in the non-voucher schools). This is a significant difference though not a very dramatic one. It is probably true that the voucher demonstration has had some spillover effect on the rest of the district and thus there has been a general shift in authority from district level to the school level.

Then we turn to the effect of this shift in authority on teachers' evaluation of the voucher demonstration. We find that what shift there was affected the evaluation made by teachers in voucher schools and

expansion schools more than it did teachers in non-voucher schools but only because of the larger needs of teachers experiencing a shift in voucher schools. Of those reporting a considerable shift in authority, in the voucher schools 85% give a positive evaluation to the voucher demonstration whereas 75% of those in the expansion schools do so and only 45% of those in the non-voucher schools. Since we already know that personal characteristics of the teachers do not explain their evaluation of the voucher demonstration very well, we can assume that these effects are actually a result of the first year's experience. What we cannot tell very precisely is whether these effects are simply the result of a greater shift in authority level taking place in the voucher schools than in the non-voucher schools or if they are the result of different social climates in these schools influencing teachers' evaluation of these shifts in authority. The most reasonable interpretation is probably that both influences are taking place.

Linking our interpretation of Table 5 to what we previously observed in Table 4, we find that the actual experiences of change which teachers have -- including the spillover experiences of the teachers in the non-voucher schools -- are interpreted positively. The greater shift in authority in voucher schools leads teachers in those schools to have a slightly more positive assessment of the amount of authority and more importantly that assessment has a greater influence on their evaluation of the voucher demonstration.

In order to pursue the analysis presented in Tables 4 and 5, we have computed from that data both the association of each of the three variables with each other variable separately for teachers in voucher schools and teachers in non-voucher schools and have also computed the partial association for the effects of each of the two variables related to the amount of authority vested in the school with teachers' evaluation of the voucher demonstration. The measure of association used is Q. Q indicates the strength of association between two dichotomized

variables and can vary between -1.00 and +1.00.* Thus, the variables have been dichotomized eliminating cases in which the respondent said there is too much authority since there were so few respondents in this category and cases in which the respondent said there was no shift in authority from the district level to the school. These coefficients are presented in Table 6. Table 6 reflects what we suspected to be the case. Each of these variables pertaining to the shift in authority to the school level has an independent effect on teachers evaluation of the voucher demonstration both for teachers in voucher schools and teachers in non-voucher schools. However, actual shift in authority is not related to teachers' positive assessment of authority in non-voucher schools while they are strongly associated with a positive assessment of the authority arrangement in voucher schools (Q = .63). This suggests that a simple model describes the relationship of the authority arrangements to teachers' evaluation of the voucher demonstration. The models for voucher schools and non-voucher schools are presented in Fig. 1. One important difference is that there is no connection between actual shifts in authority and a positive assessment of authority for teachers in voucher schools. The other important difference which simply reflects the association shown in Table 9 is that the actual shift in authority has a positive association with teachers' evaluation of the voucher demonstration among teachers in voucher schools while for teachers in non-voucher schools the association is negative (.70 versus .38).

Apparently then, the shift in authority which results from the voucher demonstration not only affects the voucher schools but has a spillover effect on non-voucher schools. However, the teachers do not perceive that shift in authority as being important in establishing the current amount of authority in the spring of 1973. It may be that teachers in voucher schools are simply more sensitive to shifts resulting from the voucher demonstration or it may be that the actual

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*See James A. Davis, *Elementary Survey Analysis*, Prentice-Hall, Englewood Cliffs, 1971, for a detailed discussion of this statistic.

shifts which take place in the non-voucher schools are not large enough to substantially affect that existing level of authority.

The description and analysis which is presented above leads us to focus on the conflicting -- or at least competing -- dimensions of teachers' perceptions of and experiences with the voucher, pitting teachers' desire for autonomy on the one side against the desire for increased access and influence on the part of parents on the other. This section presents a single overall and simple analysis of the way in which these aspects of the first year's experience have affected teachers' evaluation of the demonstration by the spring of 1973. It presents this analysis in the form of a simple regression equation.

Three variables are constructed which indicate dimensions of the teachers' experience during the first year of the voucher demonstration. A fourth variable is constructed which puts together all of the variables indicating teachers' evaluation of the voucher demonstration. The items utilized for this index are all significantly intercorrelated and thus the index is, at least, internally valid. The other three indexes are an index of the amount of conflict which teachers experience during the first year of the voucher demonstration, an index of teachers' preferences for the amount of information to be given to parents, and finally an index of teachers' satisfaction with the amount of authority which they themselves have. The first is clearly an indicator of experiences during the first year, the second, while not necessarily a direct measure of first-year experience, is an indication of the teachers' willingness to pursue what is one of the most central aspects of the theory of the vouchers. Third, as was suggested in the analysis presented above in Tables 3, 4, and 5, while not a direct indication of first year's experiences, is certainly a reflection of the degree to which shifts in authority took place from the level of the school district down to the level of the school.

These three indexes are chosen because they seem to be the most valid indicators of the crucial elements involving autonomy of teachers and influence of parents. There are a variety of more elaborate analyses which might be done but a simple and straightforward assessment of the way in which these operate seemed more appropriate at this point in time. It is important to remember at this point that we are presenting the analysis in this paper from the viewpoint of the most straightforward requirement that teachers favor the voucher demonstration at least to the extent that they are willing to try it. The theory of the voucher demonstration might suggest a variety of more subtle analyses but these would seem to be more appropriate for a later time.

Tables 7 and 8 present the basic information describing the variables and the relations among them which go into the regression equation outlined in Table 9. There is no need to discuss Tables 7 and 8 in detail. It is sufficient to point out that both teachers' preference for informed parents and their satisfaction with their own authority are more strongly correlated with evaluation of the voucher demonstration than is the actual conflict they experience during the first year. Secondly, it can be pointed out that these latter two competing or conflicting aspects of the voucher demonstration are intercorrelated fairly highly ($r = .22$) as is teachers' preference for informed parents correlated with the amount of conflict they experience ($r = .29$). It seems the experience of conflict may lead teachers to think that with more information parents will have a different view and perhaps there will be less conflict. Such a speculation cannot be confirmed with these data. What seems clear and is important in looking at Tables 7 and 8 is the fact that teachers do not choose between a satisfactory level of autonomy or authority on the one hand and increased parent access to information on the other. This may be because they don't equate increased information with increased influence for parents. It may also be because they recognize

the inherent competition and conflict between these two goals of the voucher demonstration and are willing to try to work out such contradictions. The latter would be a most hopeful sign.

Table 9 presents the results of the regression. The results are not particularly unexpected. These three aspects of the first year's experience with the voucher demonstration account for 21% of the variance in teachers' evaluation of the demonstration. It does seem that for a simple set of indicators such as these to explain this much of the variance in teachers' evaluation of the demonstration, after only one year and after we already know a significant proportion of the variance could be explained by predispositions, indicates that we are pursuing important aspects of the voucher demonstration as it relates to the role of teachers. A second finding from this regression is that both teachers' satisfaction with their own authority and their preference for informed parents are much stronger predictors of their evaluation of the voucher demonstration than is the conflict which they experience. This is a further reflection of teachers' willingness to deal with the goal conflicts inherent in the voucher idea. Finally, we mention that though conflict is a much less important predictor than either of the other two variables, it is still a significant predictor of teachers' evaluation of the voucher demonstration.

This brief and simple analysis has indicated two things: First, it confirmed the more simple cross-tabular analysis above which suggested that the first year's experience was very important in forming teachers' evaluation of the voucher demonstration, particularly in making teachers participating in the voucher demonstration more favorable toward it. Secondly, it suggested that teachers do not make clear choices between the conflicting goals of teacher autonomy or authority, and parent information and influence. They either ignore this conflict or recognize and tolerate it. The evidence here is not adequate to say which it is.

Table 1

TEACHERS' RESPONSES TO QUESTION CONCERNING HOW VOUCHER WILL AFFECT EDUCATION IN ALUM ROCK BY TYPE OF SCHOOL SHOWN FOR FALL AND SPRING

Response	Fall			Spring			
	Total	Voucher Schools	Non-Voucher Schools	Total	Voucher Schools	Expansion Schools	Non-Voucher Schools
Voucher will increase quality	50%	56%	47%	51%	74%	56%	33%
Not change quality	43%	39%	45%	41%	25%	41%	51%
Decrease quality	7%	5%	8%	8%	1%	4%	16%
N =	(360)	(105)	(255)	(397)	(113)	(113)	(171)

Table 2

FALL 1972 TO SPRING 1973 COMPARISONS OF INDIVIDUAL TEACHERS' ATTITUDES TOWARD THE VOUCHER DEMONSTRATION

	Voucher	Non-Voucher
Percent of those who judged in the fall 1972 that demonstration would improve education who still thought that way in spring 1973	86%	65%
Percent of those who judged in the fall 1972 that the demonstration would not affect education who thought by the spring 1973 that it would improve education	47%	23%
Percent of teachers whose judgement of voucher demonstration became less favorable fall 1972 to spring 1973	10%	22%

Table 3

SPRING 1973 — TEACHERS' EVALUATION OF VOUCHER DEMONSTRATION BY TYPE OF SCHOOL BY AMOUNT OF CONTACT WITH PARENTS

Type of School	Contact With Parents This Year	Evaluation of Voucher		
		Increase Quality	No Change	Totals
Voucher	More frequent	92% (45)	8% (4)	49% (49)
	Same	63% (32)	37% (19)	51% (51)
	Q = .74 Sig = .001]	77% (77)	23% (23)	(100)
Expansion	More frequent	77% (24)	23% (7)	33% (31)
	Same	48% (31)	52% (33)	67% (64)
	Q = .57 Sig = .01]	58% (55)	42% (40)	(95)
Non-Voucher	More frequent	39% (19)	61% (30)	36% (49)
	Same	35% (30)	65% (56)	64% (86)
	Q = .08 Not significant]	36% (49)	64% (86)	(135)

NOTE: This table excludes teachers who reported that their contact with parents was less frequent and those who thought vouchers would decrease the quality of education. This eliminates 48 teachers, 8 in voucher schools, 7 in expansion schools, and 33 in non-voucher schools. The only section of the table where this might make a difference is among teachers in non-voucher schools. In this case, the gamma would be .00 with the 26 teachers who expect vouchers to hurt education and .08 without those teachers included.

Table 4

SPRING 1973 -- TEACHERS' EVALUATION OF VOUCHER DEMONSTRATION BY TYPE OF SCHOOL AND SCHOOL LEVEL AUTHORITY

Type of School	School Authority	Evaluation of Voucher			
		Increase Quality	No Change	Decrease Quality	Totals
Voucher	Too much	44% (4)	56% (5)	0	8% (9)
	About right	83% (59)	17% (12)	0	63% (71)
	Not enough	62% (20)	34% (11)	3% (1)	29% (32)
	Totals	74% (83)	25% (28)	1% (1)	(112)
Expansion	Too much	67% (4)	33% (2)	0	6% (6)
	About right	48% (22)	48% (22)	4% (2)	43% (46)
	Not enough	61% (33)	35% (19)	4% (2)	51% (54)
	Totals	56% (59)	41% (43)	4% (4)	(106)
Non-Voucher	Too much	11% (1)	56% (5)	33% (3)	5% (9)
	About right	23% (23)	60% (61)	17% (17)	59% (101)
	Not enough	53% (32)	35% (21)	12% (7)	35% (60)
	Totals	33% (56)	51% (87)	16% (27)	(170)

Table 5

SPRING 1973 -- TEACHERS' EVALUATION OF VOUCHER DEMONSTRATION BY TYPE OF SCHOOL AND SHIFT IN DECISION-MAKING AUTHORITY

Type of School	Shift in Authority From District To School	Evaluation of Voucher		
		Increase Quality	No Change	Totals
Voucher	Considerable shift	85% (63)	15% (11)	70% (74)
	Slight shift	58% (19)	39% (13)	30% (32)
	No shift	0	0	0
	Totals	77% (82)	23% (24)	(106)
	Q = .59 Sig = .001]			
Expansion	Considerable shift	75% (46)	25% (15)	62% (61)
	Slight shift	40% (16)	55% (22)	38% (38)
	No shift	0	0	0
	Totals	63% (62)	37% (37)	(99)
	Q = .62 Sig = .001]			
Non-Voucher	Considerable shift	45% (40)	42% (37)	54% (89)
	Slight shift	19% (12)	70% (44)	38% (63)
	No shift	23% (3)	31% (4)	8% (13)
	Totals	33% (55)	52% (85)	(165)
	Q = .60* Sig = .002]			

*Only those teachers reporting a "considerable shift" or "slight shift" in authority and only those reporting that they think the demonstration will "increase quality" or affect "no change" are included, in order to make those associations comparable.

Table 6

SPRING 1973 -- RELATIONSHIPS AMONG EVALUATION OF VOUCHER, AMOUNT OF SHIFT IN AUTHORITY FROM DISTRICT TO SCHOOL AND ASSESSMENT OF AUTHORITY SHIFT (Q COEFFICIENTS)

By Type of School

1. = Evaluation of Voucher Demonstration

2. = Amount of Shift in Authority

3. = Positive Assessment of Authority

Voucher		Non-Voucher	
1 x 2	.59	1 x 2	.61
2 x 3	.63	2 x 3	.05
1 x 3	.38	1 x 3	-.44
1 x 2:3 = About right	.55	1 x 2:3 = About right	.62
1 x 2:3 = Not enough	.83	1 x 2:3 = Not enough	.75
1 x 3:2 = Considerable shift	.41	1 x 3:2 = Considerable shift	-.63
1 x 3:2 = Slight shift	.28	1 x 3:2 = Slight shift	-.22

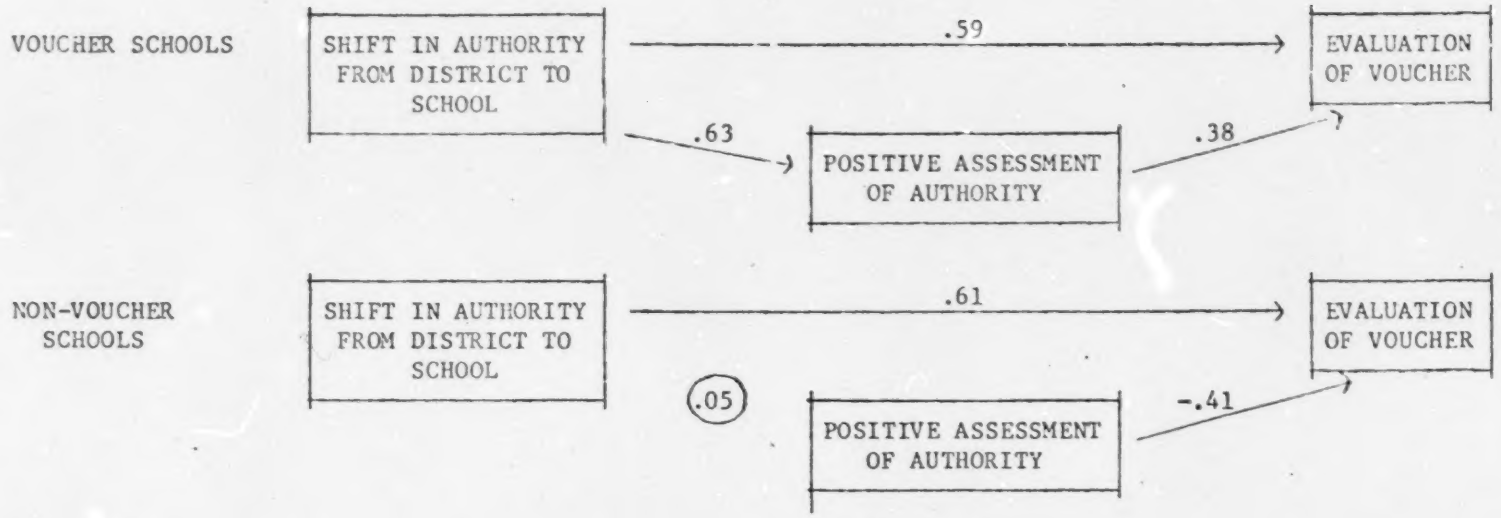

Fig. 1--Simple Model of the Effects of Shifts in Authority on Teachers' Evaluation of Voucher

Table 7

DESCRIPTIVE STATISTICS AND ZERO-ORDER CORRELATION WITH TEACHERS' EVALUATION OF VOUCHER DEMONSTRATION FOR EACH OF FOUR INDEXES (NOVEMBER 1972)

Index	Mean	Standard Deviation	Zero-Order Correlation Coefficient with Overall Evaluation of Voucher
Conservatism	0.785	0.280	-0.25
Pressure	2.027	0.529	-0.07
Conflict	1.637	0.338	-0.12
Teacher Autonomy	0.720	0.692	0.20
Evaluation of Voucher	1.753	0.692	X

Table 11 simply shows the intercorrelations among the four indexes. These correlation coefficients are uniformly low, thus leading us to believe that each of these aspects of teachers' attitudes and perceptions will act somewhat independently when taken as a whole.

Table 8

INTERCORRELATION OF FOUR INDEXES OF TEACHER ATTITUDES AND PERCEPTIONS

Index	(1)	(2)	(3)	(4)
(1) Conservatism	X	0.003	0.037	-0.007
(2) Perceived Pressure		X	0.043	0.013
(3) Anticipated Conflict			X	-0.008
(4) Teacher Autonomy				X

Table 9

REGRESSION OF TEACHERS' EVALUATION OF VOUCHER DEMONSTRATION ON THREE INDEXES OF EXPERIENCE AND ATTITUDES (SPRING 1973)

	Standardized Regression Coefficient	Unique Variance Explained
(1) Conflict experienced during first year	.09	.01
(2) Preference for informed parents	.29	.08
(3) Satisfaction with teacher authority	.26	.06

NOTE: Multiple r = .45; Multiple r^2 = .21.